

"A View from the 4th Floor"

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April 30, 2008



Update on ES Competition

- Since there were only three applications received, there was need for only one review session held Friday, April 18, 2008.
- The recommendations will be forwarded to the superintendent the week of April 28, 2008
- Contact applicants by May 9, 2008 (three plus weeks ahead of schedule)



Changes for the 2007-2008 Final Data Report

- Definition of 'significant learning gains' in conjunction with OVAE (Office of Vocational and Adult Education)
 - **EFL gain is equivalent to two grade levels.**
 - Do NOT include LEP adults.
 - Definition verbiage is included in Item 9.
 - To be counted under "pre- and post-test," an individual must have completed both the pre- and post-tests.
 - More clarification



ASSESSMENT SCORES AND EDUCATIONAL FUNCTIONING LEVELS			
Effective: PY 2006-07 (July 1, 2006) (April 1, 2006 for bridged participants)			
TABE (9-10)	Reading	367 and below	Beginning ABE Literacy
		368-460	Beginning Basic Education
		461-517	Low Intermediate Basic Education
		518-566	High Intermediate Basic Education
		567-595	Low Adult Secondary Education
		596 and above	High Adult Secondary Education
	Total Math	313 and below	Beginning ABE Literacy
		314-441	Beginning Basic Education
		442-505	Low Intermediate Basic Education
		506-565	High Intermediate Basic Education
		566-594	Low Adult Secondary Education
		595 and above	High Adult Secondary Education
	Language	389 and below	Beginning ABE Literacy
		390-490	Beginning Basic Education
		491-523	Low Intermediate Basic Education
		524-559	High Intermediate Basic Education
		560-585	Low Adult Secondary Education
		586 and above	High Adult Secondary Education



DLEG-Approved Assessments by Learner Goal	
NRS Reporting for Educational Functioning Levels and Educational Gains	
Educational Functioning Levels	Assessments for Non-Work and Work-Related Goals
ABE Levels	
Beginning ABE Literacy (Grades 0-1.9)	TABE 9/10 (Survey or Full Battery) (Reading, Total Math, Language)
Beginning Basic Education (Grades 2-3.9)	
Low Intermediate Basic Ed. (Grades 4-5.9)	
High Intermediate Basic Ed. (Grades 6-8.9)	
Low Adult Secondary Ed. (Grades 9-10.9) (GED and HS Diploma)	
High Adult Secondary Ed. (Grades 11-12) (GED and HS Diploma)	CASAS (Reading, Math, Writing)
	WORK KEYS (upper three EFLs only) (Reading for Information, Writing, Applied Mathematics)
ESL Levels	
Beginning ESL Literacy	CASAS (Reading, Listening, Writing)
Low Beginning ESL	
High Beginning ESL	
Low Intermediate ESL	
High Intermediate ESL	
Advanced ESL	Note: CASAS Writing begins with Low Beginning ESL



Changes for the 2007-2008 Final Data Report

14. The following chart records how much growth ("any" or "at least 1.0 grade level") participants demonstrated according to the skill areas in which they were enrolled. Complete the chart by doing the following: in the first column, enter all adults who were enrolled at least six months and participating at all components at any time during the reporting period July 1, 2006 to June 30, 2007; use a unique identifying code (do not provide names). Enter a "1" for each column that pertains to the enrollment and achievement of the adult, e.g., whether a line showed some growth and/or a 1.0 grade level gain on TABE scores in the areas which s/he was enrolled, on the most recent administration of the TABE from the previous administration.											
Adult Participant Unique Code	Reading			Writing (Language)			Math			Gain in all areas enrolled	
	Enrolled	No. Any Growth	At Least 1.0 Growth	Enrolled	No. Any Growth	At Least 1.0 Growth	Enrolled	No. Any Growth	At Least 1.0 Growth	Enrolled	At Least 1.0 Growth
119	1	1	1	1	1	1	1	1	1	1	1
124	1	1	1	1	1	1	1	1	1	1	1
113	1	1	1	1	1	1	1	1	1	1	1
118	1	1	1	1	1	1	1	1	1	1	1
185	1	1	1	1	1	1	1	1	1	1	1
202	1	1	1	1	1	1	1	1	1	1	1
214	1	1	1	1	1	1	1	1	1	1	1
181	1	1	1	1	1	1	1	1	1	1	1
239	1	1	1	1	1	1	1	1	1	1	1



Changes to capture Educational Functioning Levels (EFL)

There will be a column on the right side of the Adults' Growth page where you can add which students achieved an EFL.

This information will ONLY be captured on this page.

This information will be used to report EFL on the Consolidated State Performance Report (CSPR).



Changes for the 2007-2008 Final Data Report

Ninety-five percent of participating Even Start children, who are school age, will be promoted to the next level (Continuous progress levels or grade) each year.

- Item 25.a. During the current school year, how many Even Start children were school aged (K-3)?
- b. Of the children reported in 25.a., how many remained in the program?
- c. Of these children, how many were promoted to the next level?

Formula for calculation of outcome indicator = 25.c./25.b.



Issue of children who exited

- In the Final Data Report in MEGS, there will be a column in the chart for the number of children who remained in the program at the end of the reporting period,



Eighty percent of participating Even Start children enrolled in Head Start, Early Childhood Special Education (formerly "PrePrimary Impaired"), Michigan School Readiness Program, Title I Preschool, or K-3 will exhibit a 90 percent attendance rate in their respective programs for that year. Excused absences count as attendance and include: Doctor's note, notification of a reported absence (e.g., parent calls the program), and family issues such as death or funeral of a family member.

25. How many participating Even Start children were enrolled in each of these programs? How many remained in the program at the end of the reporting period? How many demonstrated a 90 percent attendance rate in their respective programs during this program year? (Include excused absences as attendance days)

	Enrolled	Remaining	90% Attendance
Head Start	a. 3.0	g. <input type="text"/>	g. 3.0
Early Childhood Special Education (formerly PPI)	b. 0.0	h. <input type="text"/>	h. 0.0
Michigan School Readiness Program	c. 0.0	i. <input type="text"/>	i. 0.0
Title I Preschool	d. 0.0	j. <input type="text"/>	j. 0.0
K-3	e. 3.0	k. <input type="text"/>	k. 3.0
What is the total number of children participating in any of these programs? (Count each child only once.)	f. 6	l. <input type="text"/>	l. 6

Note: The number in 25f will be less than the total of a-e if any children participated in more than one



Ninety-five percent of participating Even Start children, who are school age, will be promoted to the next level (continuous progress levels or grade) each year.

26. a. during the current school year, how many Even Start children were school aged (K-3)? 4
- Note: This number should equal 25e. If number is different, explain in box below; e.g., child moved prior to promotion with no contact information.
- b. of the children reported in 26a, how many remained in the program? 3
- c. of these children, how many were promoted to the next level? 0

Eighty percent of participating Even Start children, who are of school age, will read on grade level.

27. Of the number of Even Start children reported as completed in 26b, how many are reading on grade level? Include only those children who have been enrolled at least six months. Complete the chart below.

Grade	# in Cohort	# Who Met Goal	Source of Data
K	0	0	0
1	2	1	Report Cards, DIBELS
2	1	1	Report Cards, DIBELS
3	0	0	0
Total	3	2	

CHECK SPELLING SAVE DELETE

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REPORT PAGES

Parenting and Parent/Child Interactive Literacy (PEP) Outcomes Data Page

- What information would be helpful to have 'pulled forward' from the Interim Data Report?

- All data?
- Warning if an 'id' being added is a duplicate?
- Blank easier?



CHILD OUTCOMES: PPVT

Has this page been updated since last year?

Instructions:

- The reporting year is July 1 - June 30.
- Each child, age 3 and 4, should be assessed every six months using PPVT.
- Use the **standard score** for reporting purposes.
- The pretests/baseline should be given to these children upon enrollment.
- When the child has been enrolled for six months, a second assessment should be administered and the score and date noted. (posttest)
- Growth is assessed in six month intervals with the previous six-month score becoming the new pre-test score for the most recent assessment.
- When a child demonstrates sufficient English to be assessed, the first regular PPVT assessment becomes that child's baseline, regardless of enrollment date.
- Exempt from assessment children with a severe disability for whom the assessment protocol cannot be followed.

PALS Pre-K NOTE: There is no reporting of PALS scores on the Intern Data Report. For reporting purposes this is a "point-in-time" assessment of each kindergarten age eligible child in the spring of the program year. However, programs are encouraged to use this assessment throughout the year for instructional planning purposes.

Unique Child ID #	Date of enrollment	Exit Date, if applicable	Birth date (Between 12/2/02 and 12/1/04)	Check this column if child has been exempted from assessment due to insufficient knowledge of English or disability	PPVT Pretest Date	PPVT Standard Score	PPVT Posttest Date	PPVT Standard Score	TVP (Spanish PPVT) if assessed Pretest Standard score (if 6 months from pretest date) prior to 1/1/08	TVP if assessed Posttest Standard score (if 6 months from pretest date) prior to 1/1/08

AGATE HEAD START (00003)

CHILD OUTCOMES FOR PALS PRE-K


Instructions: You will report on:

- The number of children who qualify to be assessed (enrolled at least six months, age-eligible for kindergarten in 2007-2008, and not exempt because of insufficient proficiency with English).
- The number of children reported in "a" who have been assessed (should be the same number) between May 1 and June 30.
- The number of upper-case letters these children know.
- Scores on lower-case assessment for those children who demonstrate competence on the upper-case assessment.
- Exempt from assessment, children with a severe disability for whom the assessment protocol cannot be followed.

Child ID #	Birth date (Between 12/2/01 and 12/1/03)	Date of enrollment	Exit Date, if applicable	Check this column if child has been exempted from assessment due to insufficient knowledge of English or disability	PALS Uppercase (# letters known as tested between 5/1/07 and 6/30/07)	PALS Lowercase if assessed (# letters known as tested between 5/1/07 and 6/30/07)
				<input type="checkbox"/>		

Function Code Update

- Audits
 - If the audit is internal, continue to use function code 252
 - Annual financial audit including single audit, use function code 231
 - Please share this information with your project's business office



Open Discussion

